University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic data						
Module title	Equine Structure and Function					
Module code	UIEXN4-30-1		Level	1	Version	1
Owning faculty	Hartpury		Field	Equine		
Contributes towards	BA (Hons) Equine Business Management BA (Hons) Equine Business Management (SW) BSc (Hons) Equestrian Sports Coaching FdSc Equine Science and Management FdSc Equine Performance FdSc Equine Performance (SW)					
UWE credit rating	30	ECTS credit rating	15	Module type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded combinations	None		Module entry requirements	None		
Valid from	01 September 2015		Valid to	01 September 2019		

CAP approval date	03 February 2015

Part 2: Learning and teaching		
Learning outcomes	1	Appreciate the dynamic balance of integration of body systems of the horse (A, B).
	2	Demonstrate underpinning knowledge of equine anatomy at both gross and cellular levels (A, B).
	3	Apply mammalian physiology to the horse model (A, B).
	4	Identify the physiological mechanisms involved in homeostasis (A, B).
	5	Appreciate the evolutionary adaptations that have led to the form and function of the modern equid (A, B).
	6	Recognise how practical husbandry is underpinned by scientific principles (A, B).
Syllabus outline	1	Classification and nomenclature of directions, planes and axes as applied to the equine model.
	2	Form and function of connective tissue.
	3	Structure, physiology and evolutionary developments of the equine skeleton, including joints.
	4	Structure and function of skeletal muscles including physiological contractile properties.
	5	Structure, function and organisation of the nervous system.
	6	The systems of internal environmental control: structure, function and interaction of the nervous and endocrine systems in the maintenance of homeostasis.
	7	The cardiovascular system: the structure and function of the heart and associated circulatory vessels.

	8 The lymphatic system: the structure and function of lymphatic nodes, vessels and fluid. 9 The respiratory system: structure and function of the upper and lower respiratory tract. 10 The reproductive system: structure and function of the reproductive tracts of the non-pregnant mare and the stallion. Introduction to genetics. 11 The excretory system: structure and function of the liver, kidneys, bladder and associated structures. 12 The digestive system: structure and function including analysis of nutritional requirements of the horse under a range of circumstances and evaluate a feed in terms of its composition to supply nutrients for a variety of equine needs. Feed composition and forage types. Some of the above topics will be considered in line with but not exclusively to the current British Horse Society Horse Knowledge and Care Stages, awarded by Equestrian Qualifications GB Limited, Levels one to three (please see associated matrix within the programme specification).
Contact hours	Indicative delivery modes: Lectures, guided learning, seminars etc 66 Self directed study 6 Independent learning 228 **TOTAL** **300**
Teaching and learning methods	A variety of learning strategies will be used including scheduled learning, where students will receive theoretical underpinning knowledge and also learn how to contextualize theory to the equine (72 hours). It is expected that students will spend a minimum of 228 hours on guided independent learning as this is an essential component of modules at undergraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. ***Scheduled learning*** May include lectures, discussions, demonstrations, laboratory and yard practicals, guest speakers, videos, formative assignment for feedback. ***Independent learning*** May include hours engaged with essential reading, directed reading to engage group work and discussion during formal sessions. These sessions constitute an average time per level as indicated in the table below. ***Virtual learning environment (VLE) (or equivalent)*** This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.
Key information sets information	Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. <u>Key information set - module data</u> *Number of credits for this module* 30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated hours
300	72	228	0	300

	The table below indicates as a percentage the total assessment of the module which constitutes a: 1 *Written exam:* Unseen written exam, open book written exam, in-class test. 2 *Coursework:* Written assignment or essay, report, dissertation, portfolio, project. 3 *Practical exam:* Oral assessment and/or presentation, practical skills assessment, practical exam. Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: Total assessment of the module: Written exam assessment percentage 50% Coursework assessment percentage 50% Practical exam assessment percentage 0% 100%
Reading Strategy	***Essential Reading*** Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated Blackboard programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to UWE Hartpury library services, online applications, and inter-library loans. • Kainer, R.A. & McCracken, T.O. (Current Edition) *Horse anatomy: a coloring atlas*. Loveland, Colorado: Alpine Publications. ***Further Reading*** Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources. ***Access and skills*** Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.
Indicative Reading List	• Evans, J.W., Borton, A., Hintz, H.F. & Vleck, L.D. Van. (Current Edition) *The horse*. New York: W.H. Freeman and Company. • Frape, D. (Current Edition) *Equine nutrition and feeding*. Oxford: Blackwell Science Ltd. • Higgins, A.J. & Wright, I.M. (Current Edition) *The equine manual*. London: W.B. Saunders Company Ltd. • Pilliner, S., Elmhurst, S., & Davies, Z. (Current Edition) *The horse in motion*. Oxford: Blackwell Publishing. • Smythe, R.H. & Goody, P.C. (Current Edition) *Horse structure and movement*. London: J. A. Allen and Company Ltd.

Part 3: Assessment			
Assessment strategy	A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills. Laboratory notebook: Students will be required to summit a laboratory notebook demonstrating a clear knowledge, understanding and evaluation of the structure and function of the equine body systems covered in this module. Open book examination: Students will be tested under controlled conditions about their knowledge and understanding of the structure and function of the equine body systems. Opportunity for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design. In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.		
Identify final assessment component and element	Open Book examination.		
% weighting between components A and B (Standard modules only)		**A:**	**B:**
		50%	50%
First Sit			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1	Open book examination (1.5 hour)	100%	
Component B **Description of each element**		**Element weighting**	
1	Laboratory notebook (2000 Words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) **Description of each element**		**Element weighting**	
1	Open book examination (1.5 hour)	100%	
Component B **Description of each element**		**Element weighting**	
1	Written assignment (1800 Words)	100%	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.			